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ABSTRACT

The basic content of this curriculum guide is the text "ALM Russian," second edition, units 20 and 21. Particular emphasis is placed on the listening, speaking, reading, and writing skills as well as on cultural background material. The guide includes a statement of the broad goals and performance objectives for the course, a summary of course content, suggestions for the expansion of material, sample evaluations, and a vocabulary list. (PMP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE

QUINMESTER PROGRAM



DADE COUNTY PUBLIC SCHOOLS

*Dee Christy Little
Schools, Miami, Fla.*

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREIGN LANGUAGE

ON THE RUSSIAN SCENE PART 1
(7545.01)

DIVISION OF INSTRUCTION • 1971

FL 005 799

ON THE RUSSIAN SCENE - Part 1
7545.01

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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The Russian space program and the life of a Russian cosmonaut provide the opportunity to learn about the use of dates and the future tense of the verb to be. Through descriptions of the Russian winter and an Arctic radio station, the student has a chance to use comparative adjectives. The basic content is that of ALM Russian, Second Edition, units 20, 21. Conversation continues to be emphasized and, of course, Russian is the language of the classroom. The students who have controlled the 7544 courses or equivalent material will succeed.

7545.01

BROAD GOALS AND PERFORMANCE OBJECTIVES¹

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These minimum goals will be achieved with 70% accuracy by a majority of the class unless otherwise specified.

LISTENING The learner at the end of this course, according to his levels of maturity and achievement will

L-1 demonstrate comprehension of spoken Russian by indicating which of three orally presented answers to each orally presented question is correct.

L-2 distinguish between the following points of grammar by indicating which orally presented response to each orally presented cue is correct:

- a. second locative
- b. dates
- c. imperfective future tense
- d. subjunctive
- e. comparative adjectives
- f. genitive of comparison
- g. use of "than" in comparison

1 These objectives are presented in four sequential skills groups: (L) listening, (S) speaking, (R) reading, (W) writing; a fifth group, (C) culture; and a sixth group (A) attitudes. The letter-numbers used here will have corresponding letter-numbers in the sample evaluation section for this course, and will help to relate objectives to evaluation.

SPEAKING According to his levels of maturity and achievement, and in a manner acceptable to the teacher, the student will:

- S-1 speak with acceptable Russian pronunciation, intonation, juncture and stress in a free response situation using previously learned Russian content or recombinations thereof.
- S-2 perform orally the necessary changes in form and order as regards the following grammatical points: (see expansion section for presentation of oral drills)
 - a. second locative
 - b. dates
 - c. imperfective future tense
 - d. subjunctive
 - e. determinate and indeterminate of "to fly"
 - f. genitive of comparison
 - g. use of "than" in comparison
 - h. determinate and indeterminate of "to run"
- S-3 answer questions about his usual activities. Hearing five questions, the learner will answer four.
- S-4 ask questions about his usual activities or the material studied. Hearing five statements, learner will ask appropriate questions to produce at least three of the statements.

READING According to his levels of maturity and achievement, the student will

- R-1 read (orally) familiar material in sentence form with pronunciation and meaningful intonation, stress and juncture judged to be acceptable to a native speaker in 80% of sentences attempted.
- R-2 demonstrate direct reading comprehension in Russian of material already mastered audiolingually by selecting the correct printed answers to printed questions on a short printed selection (no more than fifty words).
- R-3 prove his skill of reading specially written materials that introduce new vocabulary and grammar progressively. Given a paragraph of such content, he will answer (in either language) seven of ten comprehension questions.

WRITING According to his levels of maturity and achievement, the student will

- W-1 write in Cyrillic script from dictation of familiar idiomatic expressions and audiolingually mastered material.
- W-2 write exercises requiring minimal structural changes. Given any ten sentences with one change required in each, the learner will write seven correctly.

- W-3 rewrite printed sentences in Cyrillic script changing the imperfective tense of the sentence to perfective and making other changes as necessary.
- W-4 write short complete sentences in answer to oral or written questions.

CULTURE: The student will

- C-1 make a brief written or oral report in either English or Russian in a manner which shows understanding of cultural differences.
- C-2 Read articles in Russian or English corresponding to the cultural topics introduced in the text material.
(note: Russian Reading for Meaning, KOMETA, and articles from Soviet magazines and newspapers might be used as Russian language material)
- C-3 make a project of comparing space achievements of the USSR and the USA.
- C-4 Compare weather (primarily Winter) of USA and USSR.
- C-5 Prepare a report on the lives of Ilf and Petrov.

ATTITUDES: The learner

- A-1 is aware of various reasons for studying a foreign language as evidenced by participation in discussion groups, research projects, and making of art.

A-2 wishes to continue his study of language as evidenced by response on an attitudinal questionnaire.

A-3 seeks additional knowledge, joins a language club, corresponds with a pen pal.

I. On the Anniversary of Man's First Flight into Space.

A. Conversation topics

1. satellites
2. manned flights
3. Russian and American flights
4. Welcome home
5. space projects (moon landings etc.)

B. Grammar explanations

1. second locative
2. dates
 - a. as subject
 - b. on and in with days and months and years
 - c. genitive without a preposition
3. the future of " to be"
4. the imperfective aspect of verbs - future
5. subjunctive or conditional
6. determinate and indeterminate of "to fly"

C. Vocabulary drills

D. Culture

1. conversation topics above
2. additional material from RUSSIAN READING FOR MEANING
3. MOSAIC (culture section of text) The Calendar!

II. "It's Beastly Cold"

A. Conversation topics

1. Ilf and Petrov
2. weather
3. winter sports (review)
4. animals and the cold
5. special "snow" vocabulary

B. Grammar explanations

1. "za" plus the instrumental
2. comparison of adjectives
3. the genitive of comparison
4. the genitive vs. "chem"
5. uses of "chem"
6. determinate and indeterminate of "to run"

C. Vocabulary drills

D. Culture

1. conversation topics above
2. Soviet writers
3. idiomatic expressions in USA and USSR
4. MOSAIC section - poetry
5. FILM - "The Land I Love" (part two - many winter scenes)

Audiolingual methods and procedures used in the course are typical, and review of these procedures might be helpful to the teacher. Note that this is probably the ninth quin course and deals with more highly developed reading and writing. Some effort should be made to improve the writing skills of the learner in this quin. The oral aspect of the language should not be overlooked. Perhaps the answer to the question of "how?" is -- "inductive teaching"

Inductive teaching relies heavily on the teacher's ability to draw out of the students the answers which would have formerly been elicited by direct questioning. By way of an example within the course content of this quin, Ilf and Petrov are Soviet writers who have undergone pressures of the regime as writers. Rather than merely stating this, and later asking for a regurgitation of the material, the teacher would pose problems which will require research - following this research by indirect questions leading to the generalization that Soviet writers have felt pressure - that Ilf and Petrov have felt that pressure, and perhaps that in general there are more strict controls on the arts.

The problem of inductive teaching is, in the eyes of this writer, not one of developing appropriate questions or topics for research, but one of being able to handle such matters with spontaneity and simple language which would

allow the student to respond within the framework of what he already knows linguistically. Note that this is NOT a problem when the native tongue is used.

Letting the students "in" on the experimental nature of the method may help to build initial confidence of both the students and the teacher.

The teacher is referred to the modifications and presentation suggestions at the beginning of the teacher's edition. More complete examples of presentation methods are given in the text to which this text is a sequel.

Note that both new grammar and new vocabulary are introduced in the narrative materials. It is strongly recommended that the unit might begin with a few exercises introducing the new grammatical elements prior to the reading of the narrative materials.

Additional activities which would be appropriate for the units introduced are offered for your consideration:

1. Secure copies of PRAVDA from winter months
 - a. REMIND THEM THAT IT IS P R O P A G A N D A ! !
OUR students tend to believe that if it is printed - it is the truth.
 - b. Unit 20 - find dates, cases
find idioms and "khotel bi"
find references to space travel

c. Unit 21 - read weather reports

find comparative adjectives

find uses of the genitive case

Find "chem"

find verbs

find idioms

2. Use films which are available and suitable. "The Land I Love" fits this unit in that it shows winter life and wildlife of the Soviet Union.

It should be constantly borne in mind that the Russian films are filled with propaganda. In fact, a valuable cultural aspect could be taught relative to that very aspect of the film. The teacher might encourage the looking for propaganda facts and follow class discussions with research and comparison of propaganda with fact.

The teachers should make use of pretests and posttests to determine the appropriateness of this unit and the effectiveness of teaching methods employed. It may be necessary to review prior to introducing this unit material. It may also be advisable to reduce the amount of material if too voluminous. Hopefully this will happen with the teacher of the next unit course as well.

Listening

L-1 Слушайте и напишите букву правильного ответа.

Например -

что идёт когда холодно?

A дождь

B погода

C снег

Вы напишете букву с потому что это самый хороший ответ. Вопросы есть?

ex. 1. Космонавты летят в космическом

A пути

B корабле

C спутник

2 4го октября 1957го года - первый

A космонавт

B инструктор

C спутник

L-2a 1. Он шёл__

A в лес.

B в лесу.

B 2. Сегодня__

A три.

B третьего.

C 3. Завтра я __

A дома

B буду дома.

D 4. Сегдня я__

A хотел бы

B хочу бы

E 5. Вчера я__

A хотела бы

B хочу бы

6. Он красивый, но это ещё ____
 А красивую
 В красивее.
7. Она интересная, но Маша ____
 А интереснее
 В интересная
8. Оно хорошо, но это ____
 А хорошие
 В хорошее.
9. Он умнее ____
 А Виктор
 В Виктора
10. Она красивее ____
 А Кати
 В Катю
11. Он умнее чем ____
 А я
 В меня
12. Она красивее чем ____
 А Маши
 В Маша

SPEAKING:

1. Отвечайте устно -

1. Что вы знаете о космонавтах?
2. О каких спутниках вы знаете?
3. Вы жили где снег зимой?

- | | | | |
|----|-------------------|-------------------------|-----------------------|
| 2а | уч. | уч. | сту. |
| | лес | Мы гуляем ____ | Мы гуляем в лесу. |
| | лес | Есть легенд о ____ | Есть легенд о лесе. |
| в | первое марта | Сегодня ____ | Сегодня первое марта. |
| | первое марта | Я там был ____ | итд. |
| с | звонить-позвонить | Я буду | |
| | звонить-позвонить | Каждый день я буду ____ | |
| д | хотел бы | Он ____ | |
| | хотел бы | Завтра он ____ | |

е лететь, летать Они ____ в Ленинград
когда он умер.

лететь, летать Он много раз ____

ф Борис Мама умнее ____

Она Борис умнее ____

ж Борис Мама умнее чем ____

Она Он умнее чем ____

н бежать-бегать Куда ты ____

бежать-бегать Он несколько раз ____

- 3
 1. Что вы видели на телевизоре?
 2. Где вы были вчера вечером?
 3. Куда ты идёшь после этого класса?
 4. Какой предмет вы любите?
 5. Когда будут каникулы - и что вы будете делать?
- 4
 - Спросите вопросы на мои фразы.
 1. Я живу недалеко отсюда!
 2. Я буду читать книгу.
 3. Я прочитала газету.
 4. Я иду на урок немецкого языка.
 5. Мы плаваем очень хорошо!

READING R-1 Read the ten questions in part #11 page 187!

R-2 читайте --

Скучно нам не было. У нас был проигрыватель, много хороших пластинок, маленький киноаппарат и несколько весёлых фильмов. С нами была гитара, балалайка и гармошка. продуктов у нас было на два года, а может быть и больше. Зверей мы тоже не боялись - у нас были хорошие ружья.

Вопросы -

1. Почему им не было скучно?
2. Какие у них были музыкальные инструменты?
3. Сколько у них было продуктов.
4. Они боялись зверей?
5. По чему?

R-3 Read part 33 #1 on page 225. Answer the following questions:

1. Было холоднее ночью или днём? итп

WRITING
W-1

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Диктовка -

1. Когда вы хотите позвонить
2. Как много скорее.

итп

W-2

Перепишите эти фразы -

1. Борис умнее Маша .
2. В ноябре холодно, а в декабре _____.
3. Вчера я БЕГАТЬ домой когда начался дождь.

итп

W-3

1. Он читал книгу. ОН ПРОЧИТАЛ КНИГУ.
2. Он будет писать письмо. ОН НАПИШЕТ ПИСЬМО.

W-4

Напишите ответы на эти вопросы.

1. Когда идёт снег?
2. Где вы были вчера вечером?
3. Где бывает снег?

итп

CULTURE AND ATTITUDES:

Records may be kept to include

C-1 reports

C-2 articles read

C-3 projects and programs

C-4 weather comparisons

C-5 report on Ilf and Petrov

A-1 awareness of reasons for language study

A-2 desire to continue language study

A-3 joins Russian club

corresponds with pen pal

seeks additional knowledge related to Russian language
or culture.

VOCABULARY

абсолютный	встреча	ель
антенна	выйти	ещё
астрономия	вышел	жарче
балалайка	вышло иначе	животное
бежать	выстрел	за
белка	выходить	звиграть
беседовать	выше	закрытый
благодарить	вьюга	закутанный
благополучный	гармошка	замолчать
ближе	героический	запад
болеть	гимнастика	запущенный
больница	гитара	заходить
больше	глаз	заяц, зайца
борт	годовщина	земля
бросить	гореть	издали
бюро	готовиться	институт
верхушка	градус	инструмент
вес	градусник	искусственный
весенний	гражданский	испортиться
влажный	грохот	исторический
влезать	далёкий	кабина
влезть	двигать	каждый
военный	двинуть	как можно скорее
возглас	действительно	кандидат
воздух	действительный	каток
войти	дешевле	килограмм
вокруг	дикий	километр
волк	добро	киноаппарат
воспоминания	Добро пожаловать	Колумб
восток	домик	команда
врач	дороже	конец
время года	дублёр	конструктор
все	душный	короче

корреспондент	наступать	пингвин
космодром	наступить	плакат
космос	находиться	по самые глаза
кружиться	нацелить	побежать
лаять	невероятный	поблагодарить
лёд, льда	ниже	погреться
ледовитый океан	ноль	погулять
лесной	нора	подвиг
лётный	облёт	подводная лодка
лёг	оборот	подготовка
лиса	обратно	подъём
ложиться	одевать	поздравить
ломать	одеть	поздравлять
луна	олень	покрыться
любопытство	олимпиада	полететь
медицинский	составаться	Северный полюс
международный	останавливать	помощь
меньше	остановить	портить
метель	отдел	портрет
метеорологический	отечественный	посадка
механик	открыть	послышаться
механика	отменённый	постараться
мечтать	отряд	почувствовать
мешок	оттуда	предсказывать
мир	офицер	привлекать
мировой	охота	привлечь
могучий	охотиться	приводить
молодёжный	охотник	приготовить
моложе	первомайский	продукты
моросить	переставать	проспект
мягкий	перестать	просуществовать
наблюдение	пёс, пса	прохладный
навигация	пилот	прыгнуть

пускать	строгий
путь	США
радиостанция	так называемый
ракета	темнеть
решающий	теория
родиться	термометр
ружьё	техник
свежий	тигр
светить	тундра
сводка погоды	убивать
связанный	убить
север	удивить
северный	удивлять
секунда	ужасный
сесть	ушёл
сиять	умереть
скользкий	умирать
скупать	успешный
след	утка
сломать	уходить
снежный	Фейрверк
собачий	Физический
собор	Фонарь
совершить	холод
совет	хоть
спутник	чем... тем
стараться	число
старше	чувствовать
столица	чудесный
стоп	электромотор
сторона	энергия
страх	этап
страшный	ясный

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